

The background of the slide is a serene landscape photograph. It features a calm body of water in the foreground, reflecting the surrounding environment. In the middle ground, there are dark, silhouetted mountains and a dense forest of evergreen trees. The background is filled with more distant, hazy mountain ranges. The entire image has a soft, ethereal quality with a color palette dominated by various shades of teal, blue, and green, creating a peaceful and atmospheric setting.

Lecture 5

CHS 456

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Quote of the day

“I fear that the day I die, I am going to die without accomplishing what I have in my mind. Life is too short, and a lot of things can happen, and I am really keen to see it with my own eyes - and that is why I am in a hurry”.



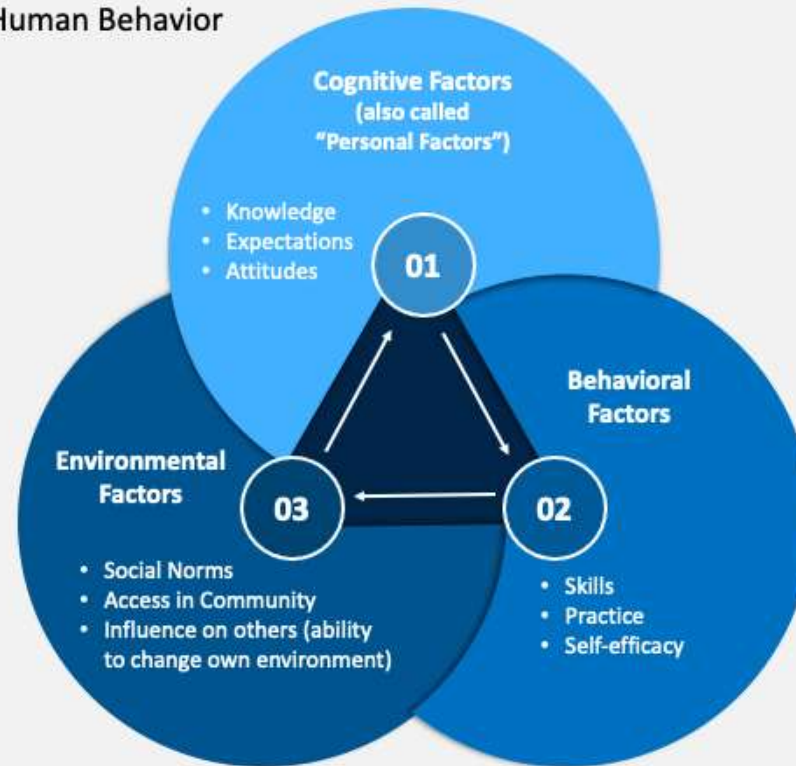
Facilitating the ability to change behavior and take action

- Theories that can help facilitate behavior change process within individuals and enhance motivation.
- Emphasis on “how” to take action
- Social cognitive theory
- The health action process approach: building on social cognitive theory

- The theories from previous lecture primarily focused on enhancing motivation.
- The two theories explain in this lecture, will also enhance motivation, but provide practical tools or guidance on how to facilitate behavior change.

SOCIAL COGNITIVE THEORY

Determines Human Behavior



Social cognitive theory

- It proposes that a behavior is the result of personal beliefs, behavioral and environmental factors that influence each other in a reciprocal manner.
- It is one of the most widely used theories in nutrition education intervention programs.

- Personal determinants: involve people's beliefs or motivation and their feelings, particularly their expectations on the outcome of their behaviors, and their self-efficacy "confidence or belief that they can achieve the desired outcome".
- Behavioral determinants: the food, nutrition, and health- related knowledge and skills needed by individuals to carry out the desired behavior, also called "behavioral capability".
& skills in regulating, directing, or taking charge of their own behaviors "self-regulation".
- Environmental determinants: the physical and social environment that can impede or facilitate the performance of the desired behavior.

Determinant of behavior change	Definition	Use in nutrition education
Personal factors		
1. Expected outcomes of behavior: Physical	<p>What individuals believe will happen to them physically from performing the targeted behavior.</p> <p>positive expected outcome = perceived benefits Negative expected outcome = perceived barriers</p>	<p>Provide activities to enhance the positive outcomes/benefits of taking action e.g. positive messages on the impact of consuming F & V in reducing cancer risk. Help individuals identify their perceived barrier to taking action, empower them by making the action easy to understand and do.</p>
2. Expected outcomes of behavior = Social	<p>What individuals believe will happen to them, socially, if they make a behavior change, positive or negative outcomes (similar to social norms).</p>	<p>Design messages and activities to make eating appropriate portions and healthy eating the social norm (e.g. make eating F & V cool for teens)</p>
3. Expected outcomes of behavior: self-evaluative (positive & negative)	<p>What individuals believe or expect to feel when changing a behavior, positive or negative.</p>	<p>Emphasize self-satisfaction and self-worth from a behavior “When I eat local F & V, I feel I am doing good to the environment by reducing carbon footprint”.</p>

4. Self-efficacy	Individual's confidence in their personal ability to perform a behavior that is needed to produce the outcome they desire.	Delivering clear, targeted messages and planning changes in small steps. Create modeling & mastery experiences about food and nutrition (e.g. labeling and cooking). Provide feedback & encouragement.
Behavioral factors		
Food and nutrition knowledge & skills "behavioral capability"	Individuals' food and nutrition-related knowledge and cognitive, affective, and behavioral skills needed to enact the behavior.	Provide necessary knowledge and skills for taking action through presentations, demonstrations, and videos, as well as discussions and debates to develop critical thinking skills. Also build affective skills , such as handling stressful situations. Behavioral skills such as food purchasing, cooking and growing vegetables.
Self-regulation/skills in self-directed change	The ability to direct their own behaviors through conscious intentional choices; involves skills to create appropriate action plans and to follow through them.	Assess their values and current behaviors, setting action or goals, monitoring self, and problem solving as well as emotional coping and stress management.

Environmental factors

Environment: socio-structural factors facilitators & impediments

Actual facilitators and environmental barriers, which reside in socio- structural factors.

Selecting achievable collective goals and working towards action and work with policymakers and decision makers to provide supportive environment.

Strategies for behavior change

Observational learning/modeling

Learning to perform a behavior through observing someone modeling the behavior and the consequences of it.

Provide credible, recognizable, or relatable role models. Conduct food demonstrations e.g. creating a whole grain meal.

Reinforcement

Responses to individual's behavior that increase or decrease its likelihood of occurrence.

Provide external reinforcement in the form of a reward such as T-shirts. Provide opportunities to develop internal or self-reinforcement.

What is your carbon footprint?



Application of social cognitive therapy in nutrition education programs

- Social cognitive therapy emphasizes that taking a health-related action requires that people become aware of health risks, believe in the benefits of taking action, have the confidence or self-efficacy to overcome barriers.

Methods of enhancing self-efficacy

- **Personal mastery experiences:** practice is the most effective way for creating self-efficacy.
- **Social modeling:** by showing our audiences that others have succeeded in a behavior.
- **Social persuasion:** Provide realistic encouragement can help people overcome self-doubts.
- **Modification of emotional or physical responses to the behavior:** People rely partly on information from their physiological states to judge their own ability.

Environmental support for change

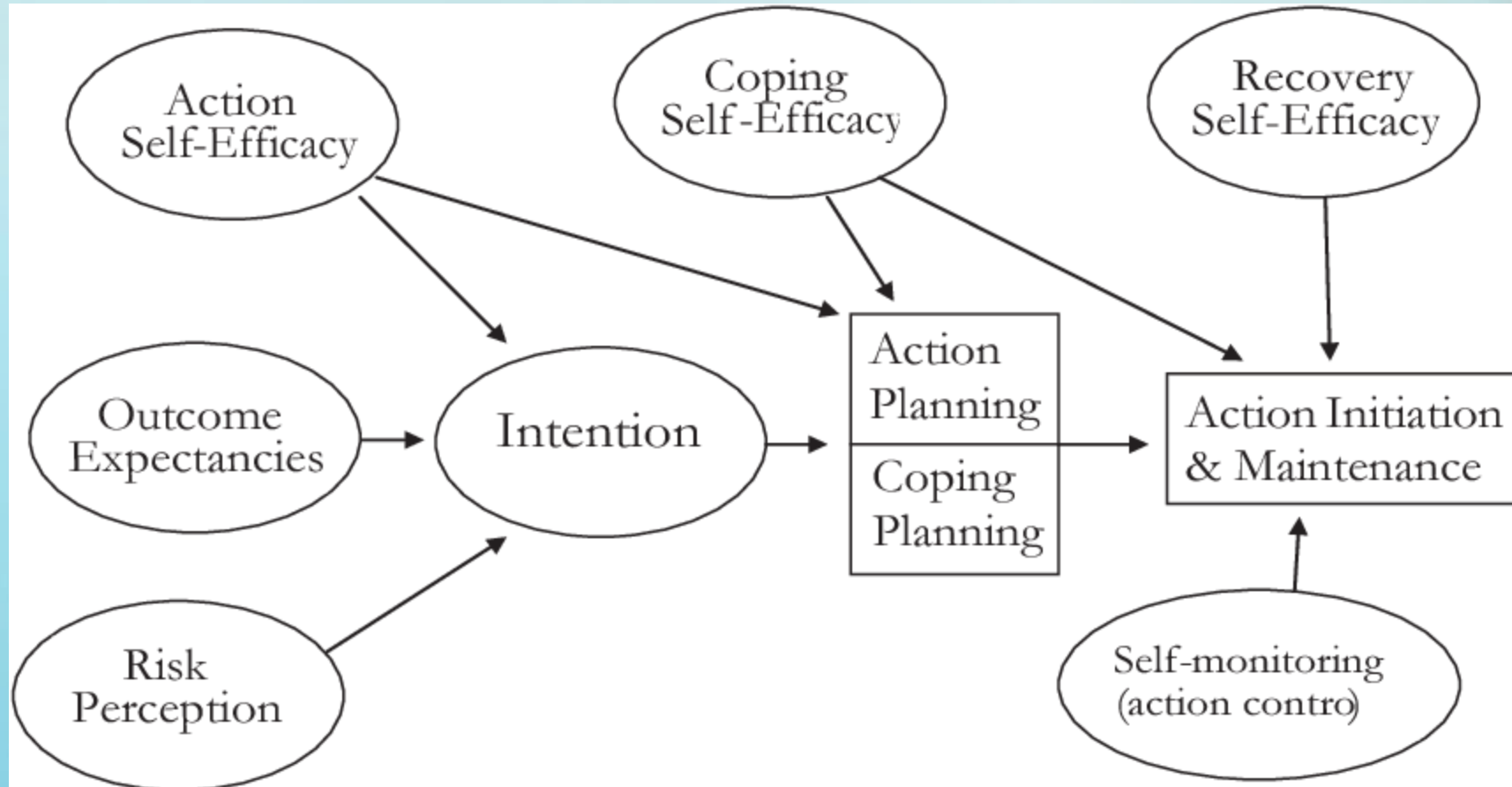
- Behavioral economics: emphasizes making healthy choices the easy choices through changes in the environment, such as in schools and cafeterias, to increase the attractiveness, convenience, and normative nature of healthy foods.
- Farm-to-school and farm-to-cafeteria: where the institutions buy and feature foods from local farms, and may include school, worksites, hospital gardens, or visits to local farms.

The Health Action Process Approach (HAPA)

- It is built on the same key determinants of social cognitive theory, which are also the determinants of food choice and dietary behavior in the theory of planned behavior and health belief model.
- It extends other theories by proposing that behavior change is a process that involves 2-sequential phases: a pre-action motivational phase and volitional action phase with different mindsets where different patterns of psychosocial factors dominate.

- **Pre-action motivational phase:** perceived risk, outcome expectations (both perceived benefits and perceived barriers), and self-efficacy.
- **Volitional action phase:** food and nutrition knowledge skills & skills in self-directed behavior change leading to behavior change.

The Health Action Process Approach



Pre-action motivational phase

- **Risk perceptions:** a minimal amount of perceived risk may need to exist before contemplating the benefits of positive change.
- **Outcome expectations** (can be positive or negative)
- **Perceived self-efficacy--Action self-efficacy:**

Self efficacy is important at all stages of behavior change. Action self-efficacy helps to motivate the formation of an intention to perform the behavior.

- **Behavioral intention.**

Volitional or action phase

- Maintaining action: action control or self-regulation processes for agency and empowerment:
- Self-efficacy through the dietary change process: self-efficacy is important in all stages of the dietary change process including, initiating action, planning, maintaining the behavior, and recovery after we have not been able to follow our action plans. The empowerment or sense of agency involves the synergistic effect of planning and self-efficacy.

Barriers & resources

- Access to healthy food is essential, as well as having social support for healthy eating pattern.

Case study: The Health Action Process Approach to Understanding fruit and vegetable intakes among WIC-Eligible Pregnant Latinos

Aim: Identify barriers and facilitators to improving prenatal consumption of fruit and vegetables among Latinas who were eligible for WIC program.

Theoretical framework: The project was designed using the Health Action Process Approach to explore the many factors influencing fruit and vegetable consumption among women, because previous research had shown it can provide a comprehensive understanding of the health behavior change process.

Method: 45 women were interviewed using questions guided by the HAPA... some of the generated themes were:

- Outcome expectations:

F & V health outcomes expectations: preventing obesity and pregnancy complications.

F & V negative expectations: high cost of F & V

- Self-efficacy: Women believed in their ability to improve their health through food choices.
- Intentions: Some women felt that the motivation or intention to consume F & V comes from within. Others saw that it comes from others (external).

Reminder- Assignment

- Research an article of a study that have used the social cognitive theory in a nutrition topic (deadline for blackboard upload 17th of April and will be discussed in upcoming class).
- Literature review on Celiac disease (deadline: 24th of April)
- Main project at King Salman Social Centre (date: 12th of May time: 4-6 pm)

